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ABSTRACT

Again, welcome back to the Somerton School District, Somerton, Arizona. Five years have passed since the Somerton Demonstration School for Migrant Child Education was first begun, and it has now reached maturity. Five years have been long enough for Somerton to see that its educational programs for migrant children have attained a new level of maturity. In Parts I and II of "The Somerton Story" (ED 044 187 and ED 044 226), many of the attempts, the achievements, the progress, and the problems were related. This document relates in 3 sections exactly what is the current story of migrant education in Somerton (1971). Discussed in these 3 sections are (1) parent involvement, which has been stressed in Somerton for the past 3 years and is considered a vital link to reaching migrant children, (2) the role of a demonstration school in providing services to other school districts and educators, and (3) 10 new programs in Somerton which are presently in use and show promise of being beneficial. (NQ)

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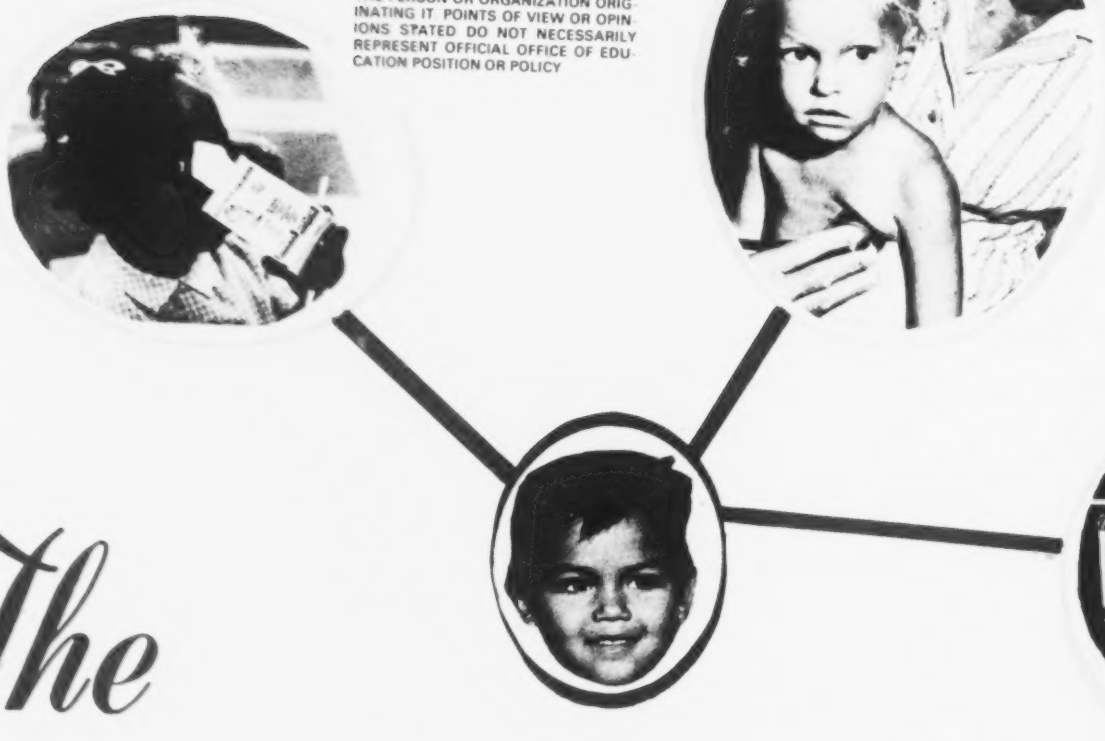

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PART III

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THE SOMERTON STORY PART III

A PROGRESS REPORT ON THE SOMERTON DEMONSTRATION SCHOOL FOR MIGRANT CHILD EDUCATION

Prepared by:

Mr. James J. Brunstein, Superintendent
Somerton School District #11
Somerton, Arizona

August, 1971

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Somerton School District #11
Somerton, Arizona

August, 1971

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AS AMENDED BY P.L. 89-750

A C K N O W L E D G E M E N T S

WITHOUT THE COOPERATION AND ASSISTANCE FROM THE FOLLOWING, THE SOMERTON STORY AS RELATED ON THESE PAGES WOULD NOT HAVE BEEN POSSIBLE:

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Mr. Ernest Y. Flores
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The Board of Trustees
SOMERTON SCHOOL DISTRICT NO. 11

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W. P. SHOFSTALL, PH.D.,
SUPERINTENDENT

Arizona
Department of Education
STATE CAPITOL, ROOM 165
PHOENIX, ARIZONA 85007
271-5198

Dear Reader:

It has been increasingly apparent since the initial implementation of a demonstration Migrant Educational Program in Somerton that there has been a continual attempt to improve educational opportunities for migrant children. Special efforts are being made to share these experiences with others through the printing of "The Somerton Story".

I would like to take this opportunity to commend the administrators and teachers at Somerton who have shown so much interest and have done so much work in making this story possible.

May "The Somerton Story" serve other educators to gain inspiration and discover new dimensions in meeting the educational needs of our migrant children.

Sincerely,

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THE SOMERTON STORY PART III

Upon Reaching Maturity

Five years of providing a demonstration school for migrant child education a now in the books for the Somerton School District in Somerton, Arizona. Many of the attempts and achievements, the progress and the problems, are related in Part I and II of "The Somerton Story," prepared in 1968 and 1970, respectively.

Five years by some standards is not a long enough period of time for any typ of maturity. Considering educational standards, however, that period of time sho be long enough and has been long enough for Somerton to see that its educational grams for migrant children have attained a new level of maturity. Needless to sa reaching maturity does not imply the end of all problems and challenges, either f a school's educational program or for anything or anyone else. It is, however, a different level based upon an experience background, training, philosophy, goals, standards, and aspirations. The purpose of this publication is to list, in three sections, exactly what the current story of migrant education is like in Somerton 1971.

Parent involvement is discussed first, partly because it has been stressed i Somerton for the past three years and is considered a vital link to any success i reaching migrant children. Section II is the role of a demonstration school in providing services to other school districts and educators. The concluding secti discusses new programs in Somerton that are in use presently and show promise of being beneficial.

The photographs used throughout this publication were taken by Mrs. Fay Cart of Somerton, Mr. Neil Johnson of Yuma, and Mr. Gary Fadely of Phoenix.

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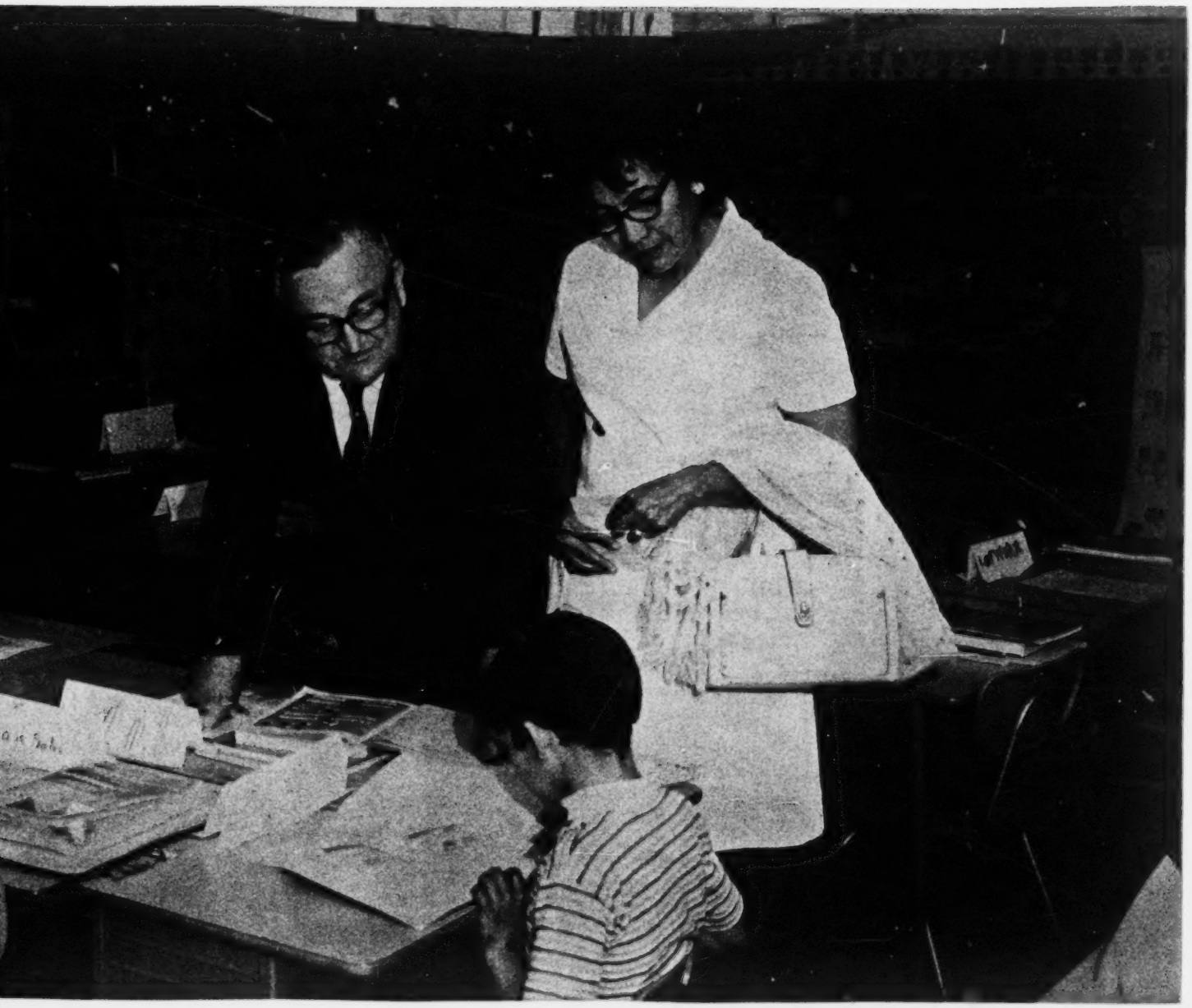

T WORK becomes more meaningful to parents and visitors when children are in the ooms during open houses to read sections of a book or to demonstrate learning ties.

Section I Parent Involvement

Hector and Genie Zavaleta, writing in "Migrant Children: Their Education," outline quite well the communication gap between home and school and state that this gap "is most acute where migrant families are concerned." Somerton has recognized its communication gap for many years, but only recently have steps been taken to improve communication.

The 1970-71 school year featured the beginning of a bilingual instructional program in Somerton that included several components for parental involvement. For its first year of operation under a five-year Title VII grant, the bilingual program included 60 kindergarten youngsters in a pilot program each morning from 8:30 until 11:30 a.m. Several of the major objectives for the program involved parents, and these were accomplished through adult education classes, adult advisory groups, open houses, and, most importantly, a home-task program for parents to work out with their children.

Three kindergarten teachers and three aides spent many hours in the homes for visitations, conferences, and the home-task project. One aide, though, had this as her special assignment and devoted much of her working day, along with many evenings, to parents and how they might learn more about the school program while helping their children at the same time.

The home task was an assignment for parents and children, for the parents to learn more about what was going on in the classroom and why, and for children to have enrichment and practice for what they were learning during the regular program. Various tasks included counting from 1-10, with instructions, techniques, and suggestions for parents in helping children. Another task was the recognitio of different signs around the community, i.e. stop signs. A task for which sciss paper, and paste were included was concerned with shapes, with parents helping th children to cut out different shapes, work on vocabulary and related areas, and t paste the shapes on construction paper. Each task was evaluated by parents as to its effectiveness and usefulness, and these evaluations have been used in plannin the same program for future years.

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In many homes, parents can read many of the slick periodicals and find in numerous places suggestions for doing these same types of activities, and these parents do this with their children. Migrant parents, however, are not always fortunate enough to have periodicals of any type in the home, but they possess the same desire to help their children do well in school. The home task, then, is not the answer for every child, but it certainly has appeared to be a help for the bilingual, migrant child. More importantly, it has helped to give migrant parents a sense of participation in the school's program and the secure feeling that parents are encouraged to help their children with structured activities.

The bilingual program is expanding during the 1971-72 school year to inclu 60 kindergarten and 60 first grade children. Each year thereafter, a grade leve will be added. Complete records are being maintained for all of the participant and control groups have been established for the 1971-72 year so that comparison will have more validity in the future. From all indications thus far, the progr is having both immediate and long-range results; these results will take on spec meaning after several more years when determinations are made about the total ef tiveness of parental involvement as a component of the total program.

Open Houses have been held each year for the past three years, with a speci emphasis toward having migrant parents participate. The district has found, how ever, that some parents have the attitude that seeing one open house is adequate Because of this, a real effort has been made in the past year to develop a theme for each open house and to have something different for parents to see. In the past after each open house, the district's public relations committee evaluated each event and finally resolved the major theme by stating that student particip tion is the key to successful open houses. In the future, therefore, plans have already been made to involve students in a variety of activities so that parents will have an opportunity to see during the evenings what their children are doin during the day. These activities will include the operation of many audio visua aids, classroom activities, interest center work, round table and panel discussi dramas, song and dance, and many others. The district recommendation has also b to have the stress on a culminating type of activity late in the school year sin parent conferences and visitations are held early and throughout each year so th parents can discuss individual problems and concerns.

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Parent conferences are scheduled throughout the year for any type of concern that may arise, but all parents are involved during a week of conferences after the first nine weeks of school. This conference is an attempt to bring parents and teachers together to discuss the child's progress in school, his needs for the future, and any other concerns the parent or teacher might have. Classes are on minimum days for this special week so that teachers will have sufficient time to meet with all parents. For working parents, an evening session is held. The first year that Somerton tried this program, almost 100 percent of the parents in kindergarten through the sixth grade met with their children's teachers for conferences. The following year, however, the weather was not conducive to school visiting and the district did not stress the importance of conferences as much; as a result, the percentage of parents who did confer with teachers dropped to about 70 percent. This was just another example to the Somerton teachers and administrators that each year requires new and renewed efforts in order to make established programs reach previous performance levels and then exceed these levels. Any type of demonstration school for any educational program must also do more than is usually required in seeking new ways and improved methods of reaching out to parents as well as to students. For this latter reason alone, Somerton will never be satisfied to settle for what is considered a satisfactory program; "satisfactory" is good enough only when it might be considered a place from which to start and to improve, whether the concern is with open houses or any other area of concern.

Home visitations have been held for several years now and will be continued in the future. In order to allow sufficient time for these, the district has a minimum day every Thursday throughout the year for teachers to visit in the homes, for faculty meetings, and for grade level inservice training. This type of schedule allows at least one Thursday each month for a teacher to visit in the home of one student. The first year of this program featured weekly home visitations, and this is still being done by the kindergarten staff. Primary teachers, however, have two days a month for visitations, with intermediate teachers having one Thursday a month for this purpose.

After the home visitation, the teacher prepares a report of her visit and files it in the curriculum office so that others can gain the benefit of the visit and avoid duplication of effort. The plan helps to reduce the communication gap between the home and school, but it will never solve every problem or answer every

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question that parents have. Very few visitations made by Somerton teachers in the past several years, however, have been considered a waste of everyone's time. With the general agreement that the children do benefit from such a program, it will be continued.

Continuing adult education classes and pre-kindergarten programs in the community help to involve parents, but one of Somerton's newest projects promises the greatest involvement yet. This is the concept of the community school, and the district's first attempts at such a program were started in the summer of 1971 with a full-time community school director and a beginning program. After studying this type of program for several years, the Somerton Board of Trustees met with officials from the Mott Foundation and other experts in this area to propose a program for the local area. With a large migrant population, the standard type of community school program was considered to be inappropriate, but the design for what would be appropriate was not known either.

Without a clear picture of what was really needed, the district felt the only step to take was to hire a director with some experience in working with community schools and let him make a start. Because of his experience, he knew that the place to start was by surveying the adults of the community to find out what types of programs and activities were desired. He did this in early June of 1971 and quickly found quite a list of classes and events of interest to parents. He found, though, that the greatest need seemed to be for a recreational program for children and youth, above and beyond the regular migrant summer school program that included elementary school children. This is the type of program that was established, and it included many activities like swimming, games, athletic events, dances, story telling, and others. Several classes for adults were also formed and included first aid and sewing.

The community school program is truly in its infancy at this point; but as it expands and becomes established, it will have its impact on the community and on every resident, regardless of age. Efforts will be made to find programs within the community school concept that will be especially meaningful to migrant parents, as well as to all parents in the district. As a part of the basic school program, the community school project will simply be an extension of the school day; but the benefits for that basic school program should become apparent within a few years.

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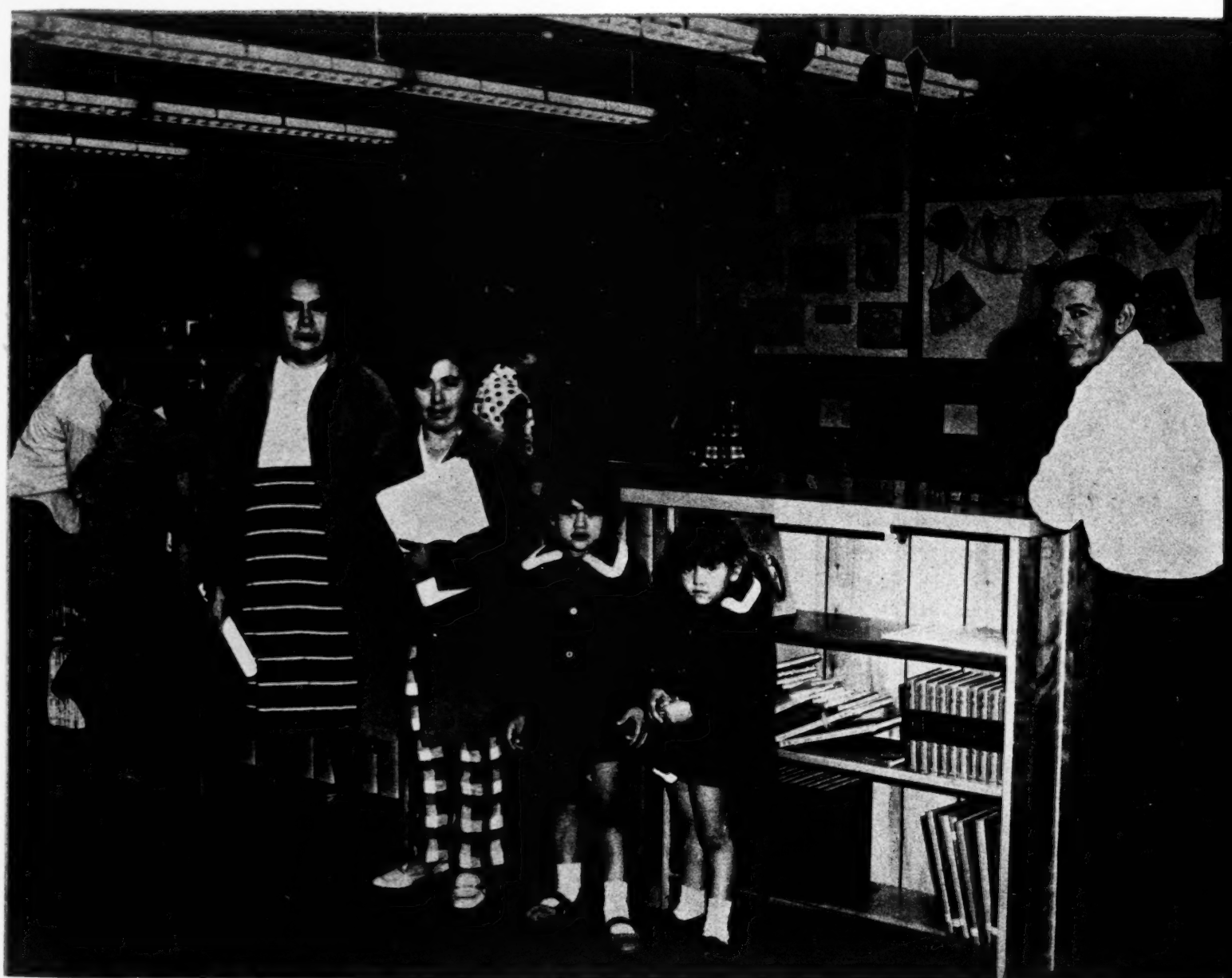
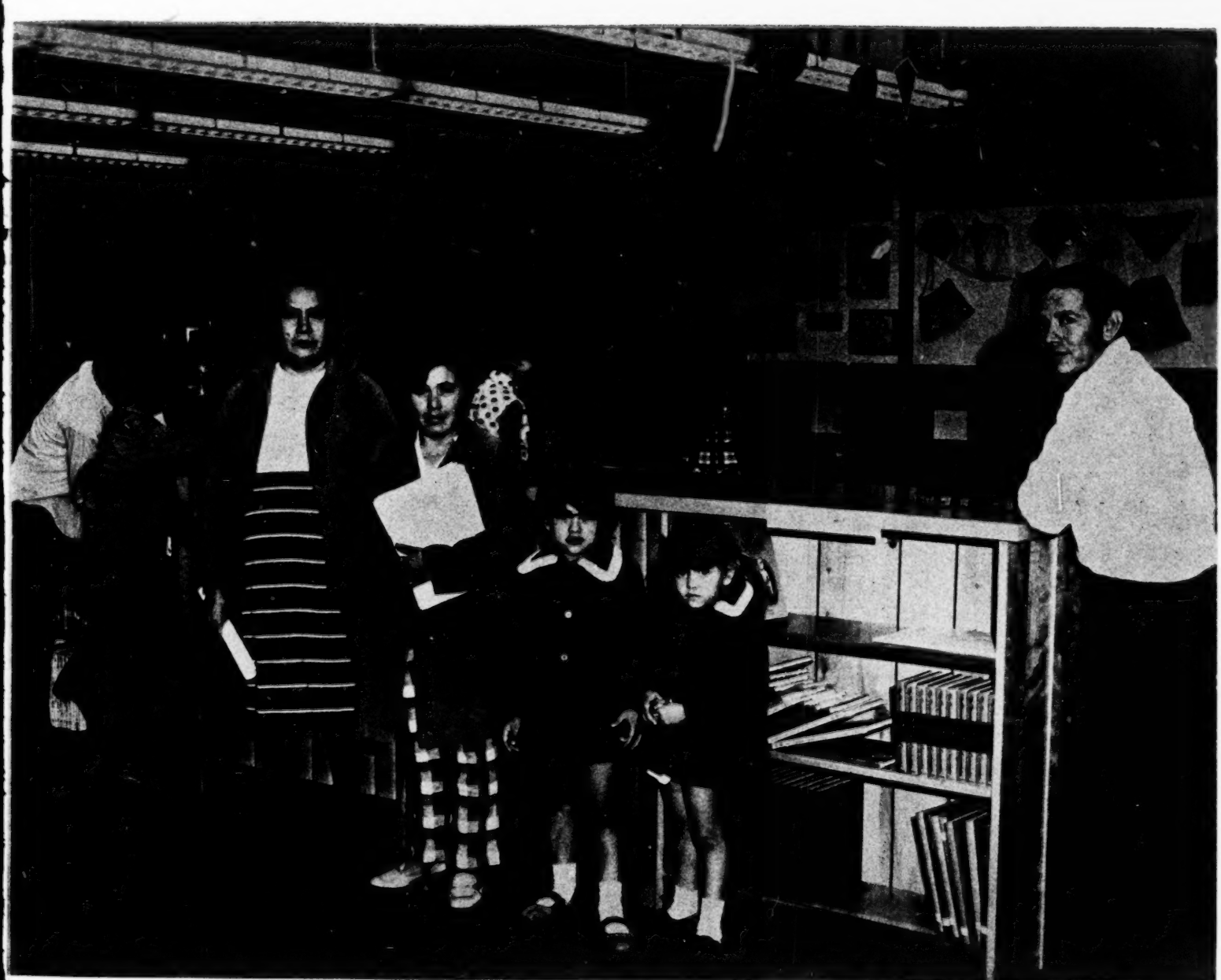


MEDIA CENTER activity is always at a high level during open houses since many student displays are exhibited from classrooms and from the special interest areas of art, shop and home economics.



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CONFERENCES between the teacher (right) and a mother each fall help to show a child's progress during the first quarter and how the home and school might work together more effectively for the remainder of the school year.

CONFERENCES between the teacher (right) and a mother each fall help to show a child's progress during the first quarter and how the home and school might work together more effectively for the remainder of the school year.

Section II Interdistrict Migrant Services

Any demonstration school has certain obligations and responsibilities extendin beyond its own boundaries, and Somerton has attempted to live up to its role in at least five areas.

Along with two other Arizona school districts, Somerton has had in operation since January of 1971 a terminal, which is a vital part of the National Migrant Record Transfer System. Gloria Mattera, director of the New York State Center for Migrant Studies, has stated that possibly the great contribution thus far to migran education (and, possibly, nationwide education) is the cooperative effort that resulted in agreement by 47 states upon one transfer record form! This agreement i a breakthrough, without a doubt, and it now means that migrant children moving from one school to another will at least have some opportunity of having their school records accompany them. When the system is dully operational, it will mean that a school can have a migrant child's critical data within a day or two of his registration in the new school, with a complete record following shortly.

Somerton's role in the system is to include all Yuma County migrant programs i its terminal operation. The transfer form itself will identify all migrant childre and provide health and educational information. More than anything else, it will provide on a national basis accurate migrant child data, which will be a help in funding programs as well as providing a vast array of statistics. Like other features of migrant child education, the Migrant Record Transfer System apparently is a model for education of the future in this country. Already, according to the U.S. Office of Education, the Office of Economic Opportunity, the Child Labor Division of the Labor Department, The Bureau of Indian Affairs, and many others have expressed definite interest in this program and will be watching it to see how it might be expanded, someday, perhaps, so that every school child in America will be a part of a transfer system. The entire program is as exciting as any in education today, and Somerton is pleased to have a role in the drama.

On a local basis, the district is also the 16mm film center for Yuma County. Several years ago, migrant officials decided that three film centers throughout Arizona would mean better use of an important visual technique for migrant projects.

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On a local basis, the district is also the 16mm film center for Yuma County. veral years ago, migrant officials decided that three film centers throughout izona would mean better use of an important visual technique for migrant projects.

Somerton was selected as one of the centers and has since been able to add to its collection each year. Six other school districts regularly request 16mm films for use in English as a second language, bilingual programs, strengthening experience backgrounds, unit work, or in similar classroom activities. The district was also able to purchase a film cleaner and rewinder recently so that all the films can be kept in good repair and have a longer life expectancy.

On an even smaller local basis, Somerton's summer program in the past few years has taken the migrant children from Gadsden, a neighboring district. With some sudden growth in Gadsden, however, that district was able to have its own migrant summer program in 1971. The gadsden children, however, were not going to be able to have the use of a large school library until a cooperative agreement was reached whereby Gadsden was able to use the Somerton library throughout the summer as a part of their project.

A similar program involved television and a cooperative agreement between Somerton and the Mohawk Valley School in eastern Yuma County. Mohawk Valley had an interest in using television for a variety of purposes in its summer program. Somerton had some extra equipment which was made available, along with the necessary instructions and training, and Mohawk Valley was able to accomplish another of its objectives. Somerton's media center director has also provided assistance to several other school districts throughout the state, in television and in other audio visual uses. A brief description is given in Section III of the district's own oral English development television series, and the tapes for this are readily made available to any school district in the country that wants to make copies.

The particular incidents related here are of both large and small scale, but they point out vividly one of the major characteristics of migrant child education, the quality of cooperation. With it, the child benefits; without it, individual districts, teachers, or administrators might benefit and gain prestige and recognition, but the idea of cooperation and the sharing of ideas in order to help all children everywhere is lost.

A final project of this section is another type of cooperative program that has meant as much to Somerton for what it has received as anything else attempted in recent years. This is the annual Migrant Teacher Institute, held each summer

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for the past two years in conjunction with Arizona State University. Sponsor of the Institute is the Arizona Department of Education's Division of Migrant Child Education. In the two years that the Institute has been held, 30 educators from throughout Arizona--people in leadership roles either in the classroom or in administration--have participated first for a week in Somerton and then for several weeks on the A.S.U. campus. Nine Somerton teachers have been among the participan and each one has returned with new ideas and enthusiasm for their assignments.

During the week at Somerton, the participants are given general orientation and background by Dr. Nicholas J. Silvaroli, Institute Director. The people then visit in the classrooms as much as possible, observing teachers, techniques, room design and arrangement, unit work, recordkeeping, and other activities. The participants also work directly with children on an individual or small group basis. Various consultants are available throughout the Institute and help to add ideas and suggestions for the many areas of study included. Since the Institute partici pants are usually experienced teachers or administrators, they bring with them to Somerton as many fine ideas and suggestions as they might be receiving. It is aga this sense of sharing among educators that must eventually result in improved programs for the children; it is a quality of migrant child education that has been strong enough in the past to make a difference, and all efforts should be made to retain it.

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Section III New Programs

Since the last issue of "The Somerton Story," the district has been able to add some new programs and try some new ideas. Brief descriptions of ten of these are listed below.

1. As indicated earlier, the district was able to receive a five-year Title VII grant for a bilingual education program, beginning with the 1970-71 school year. Sixty kindergarten children were included in the first year, with these sixty and an equal number of new kindergarten students scheduled for the 1971-72 year.

Among the highlights of this program are teaching Spanish and English as second languages, teaching basic concepts in the child's native language, parental involvement and the home task plan, team teaching with aides serving as assistant teachers, a bilingual coordinator for this program as well as for the rest of the district, and other similar activities. E.S.L. has always been a necessity in Somerton since 80 percent of the children do not know English as a native language about 40 percent of the children entering kindergarten do not know any English at all. With a basic objective, though, of bilingual and bicultural education, the program is striving to teach all children two languages and two cultures, as a start. In the past, the non-Spanish speaking children often learned some of the Spanish vocabulary on the playgrounds or in their neighborhoods, but the structured learning of Spanish now takes place in the classroom. The help that children give to each other as some are learning English and some are learning Spanish, simultaneously, is both fascinating and revealing of what this pilot program has to offer. One of its five-year objectives is to have a majority of the children fluent at an adult literate level in both English and Spanish. Since Title VII programs are of a pilot nature, extensive testing is built into each project, along with an evaluator and an external auditor for excellent consulting and verification of results. If the first year is any indication, the program is definitely in Somerton to stay for many years to come.

2. During the summer of 1971, several district faculty members devised a plan for using Neighborhood Youth Corps members to tutor primary children in need of E.S.L. Eight N.Y.C. high school students were selected to work with three primary children each, for an hour daily throughout the five-week summer program. A week of training and instruction preceded the actual tutoring.

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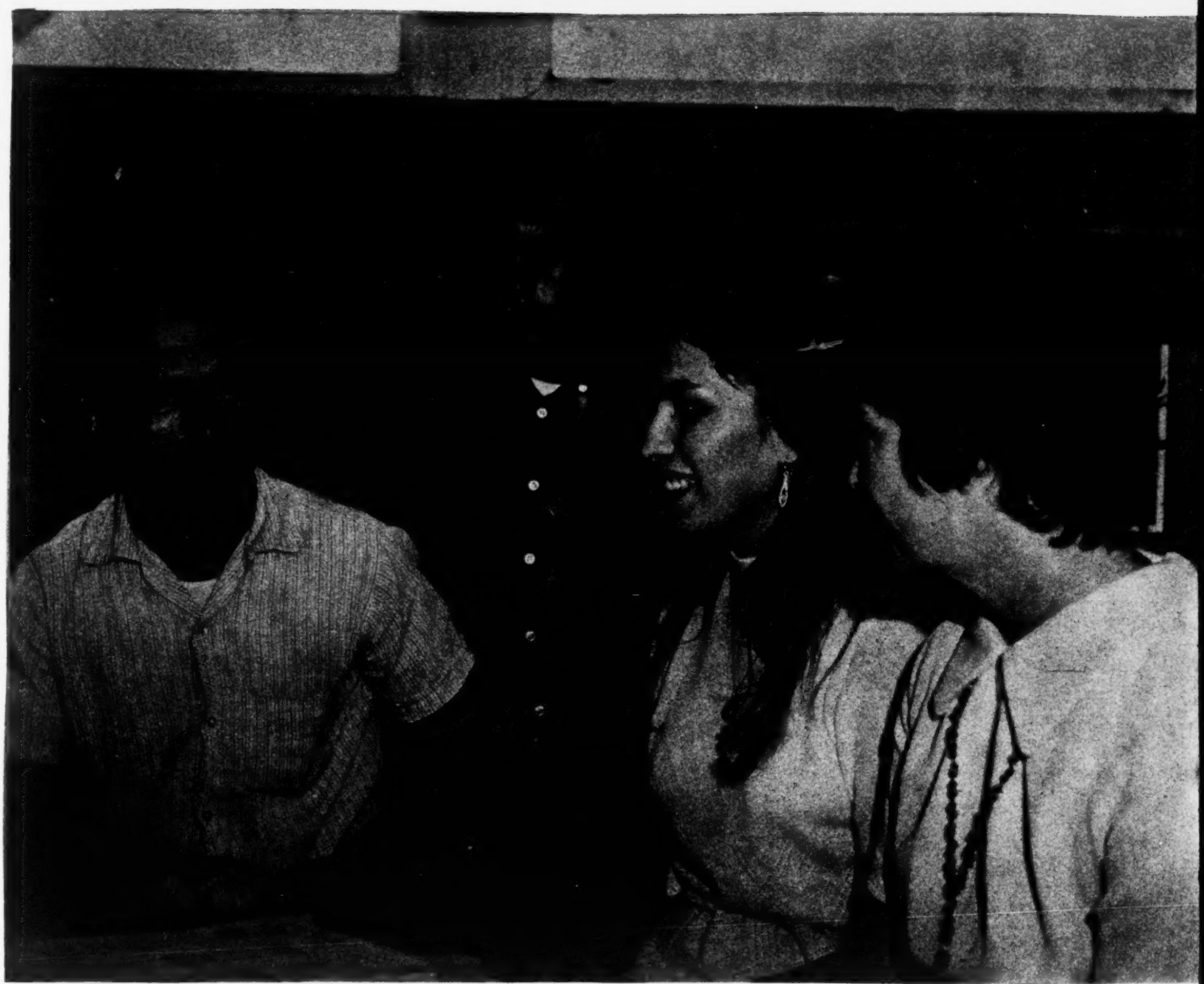
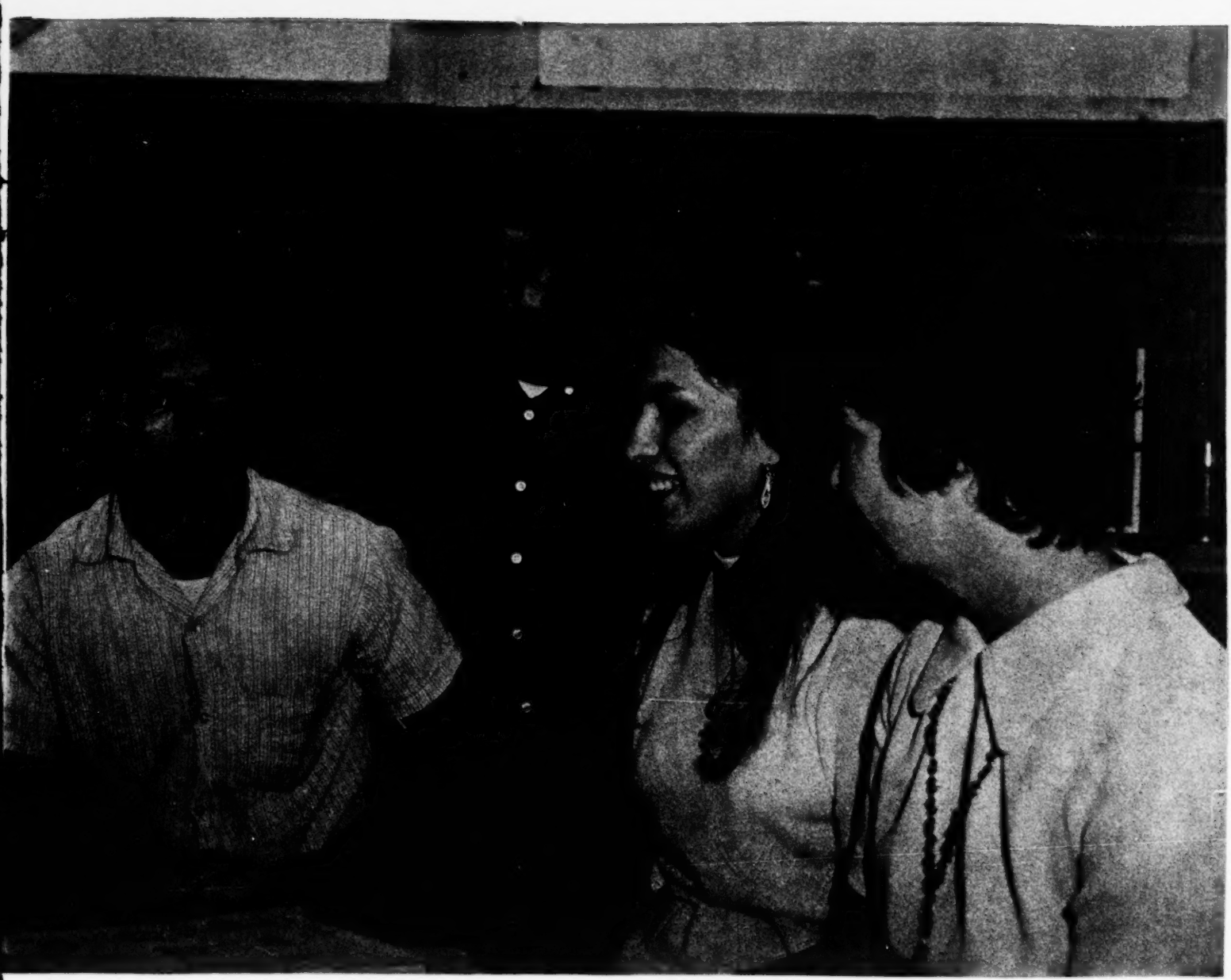


PARENT CONFERENCES are made easier and more effective with a teacher's aide (center) w
can help to translate for the teacher (right) and the young man's father.



ARENT CONFERENCES are made easier and more effective with a teacher's aide (center) who an help to translate for the teacher (right) and the young man's father.

With excellent pre- and post-test results, along with outstanding recommendatio from everyone involved, the district intends to continue this Youth-Tutor-Youth prog in the years ahead. Since high school students attend classes in Yuma, 13 miles fro Somerton, they will not be available to help during the regular year, but junior hig school students will. They will be supervised by one of the district's E.S.L. teach and will do this work on a voluntary basis, if they elect to do the tutoring during one of their two elective periods each day. As research has long indicated, the val of this program is as much to the tutors as it is to the primary students receiving the assistance, and the program will be watched closely in the years ahead to see what the results might be.

3. More and more, Somerton is becoming conscious of the need for career orien- tation throughout its curriculum, from kindergarten through the eighth grade. This emphasis is on careers of any and all types, not only on vocational education.

In the summer of 1971, two teams of teachers devoted the entire five-week sessi for the older students to career units. Girls were in two classroom situations, one taught by the home economics teacher and the other by the girls' physical education instructor. Unit work included many practical ideas in the areas of personal groomi and appearance, as well as inquiries into nursing in general, home nursing, family management, hair styling, careers for women, and other related subjects. Boys studi all aspects of how to get jobs, requirements, training, qualifications, procedures, etc. Field trips and speakers helped to supplement both courses.

Another trend for the district along the same line is the thought that a career counselor might well be added to the faculty, chiefly to work with teachers for the implementation of a career emphasis into all phases of the total curriculum. A recently enacted state program in this area may possibly provide some funds for this new program in the future.

4. The community school idea has been discussed earlier, but it is another of Somerton's new programs. "New" is intended for the title only, since the school has long been a "community school," much like many other schools in rural communities. The new title, however, is an attempt to organize and coordinate on a more structure basis the many and varied activities that do go on and could go on during the after- noon and evening hours and throughout the summer, not only for school children but for every resident of the community. In addition to the Boy Scout meetings, the 4-H

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activities, the evening Adult Basic Education and E.S.L. classes, university extens classes, Neighborhood Council meetings, planning sessions by Headstart mothers, you group meetings, dances, and others, a community school could offer much more of an educational and recreational nature. This is the goal for the future.

5. AMCEL will be another new program for the 1971-72 school year. The progra real title is Arizona Migrant Child Educational Laboratory, and it is a cooperative venture among the Migrant Child Division of the State Department of Education, Ariz State University, and the Somerton School District. Its main emphasis will be on teacher training, with Somerton to serve as a type of demonstration school or works for new ideas and approaches to migrant child education. Somerton has long had the philosophy that teacher training never ends and that the changing of teacher attitu and behavior is the key to educating the migrant child. With this philosophy, AMCE will be able to make its efforts felt with programs that will eventually benefit ma children throughout the state and nation.

6. A new program initiated during the summer of 1971 is the System 80 plan. This involves some hardware in the form of a machine with audio and visual response and five levers for student choices. Software includes individualized lessons in reading, phonics, spelling, mathematics, and other subjects, either prepared or ant pated. Dr. Lola May, one of the authors for the System 80 material, was in Somerto during 1971 for the Migrant Institute, and it was her belief that the program is certainly not the only answer for all children. Her advice to the Somerton faculty is that this program, and all others like it, will have to be used according to loc needs. Six Somerton teachers did use this program on a trial basis during the summ to see how and where it might have a place in the curriculum. The general conclusi is that some children do respond very well to the approach and can make definite pr gress in the subjects covered. As an aid to individualized instruction, System 80 will be used in primary classrooms in the future as a part of the total curriculum for those children who will benefit from it.

7. A similar program tried for the first time in 1971 was the Talking Page pr gram, which also includes hardware and a variety of materials. This program, like others of its type, will give teachers some flexibility in classroom use, a source for review and makeup of lessons missed, individualized help, and, for some childre independent activity. During the trial period for this program, teachers found tha aides were able to assist students with pre- and post-testing and the regular opera tions of the machine and the materials. Teachers also found that not all children

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8. Unipac has been a subject of interest in Somerton for the past year, with a trial program in operation for the first time during the summer of 1971. A workshop for teachers was initially held in June of 1970, with a second workshop during the 1970-71 school year so that all teachers would understand the concept of Unipac and be able to write one themselves. This concept involves an understanding of limiting a subject to a single unit or an idea for individual work, instructional objectives, the writing of pre- and post-tests, activities, the listing of materials and enrichment exercises.

After numerous delays in securing a reader-printer and individual readers for the program, along with delays in receiving about 1,000 Unipacs, the program was taken to the classrooms. The reaction from teachers and students was mixed, but the general opinion is that Unipac has a definite place in individualized instruction, preferably during the regular school year instead of the summer. Careful attention must be given to the selection of a proper Unipac for individual children or small groups of children in the lower grades. Older children will often have the ability to do their own selecting of Unipacs, although skill will have to be used if selections are based on ability, interest, and need. Teachers also found that younger children are not able to use the Unipac micro fiche or the readers without much teacher or aide assistance; as the program becomes established, perhaps this skill will develop. Like many other programs, however, Unipac has probably been most important in the training process of having teachers consider individual needs, along with instructional objectives, the need to pre- and post-test, and the writing of activities to cover a unit. Whether used with Unipac or in other areas, these teacher benefits from the program will certainly carry over to benefits for students.

9. The Motivating Communications Program was another first for the 1971 summer project. Two teachers used this program on a trial basis, one with primary children and the other with intermediate children. Both reported excellent results.

The program itself is based on films that are intended to lead children to the development of language arts skills, including reading, and without interfering with other reading approaches. Included among the lessons are vocabulary development,

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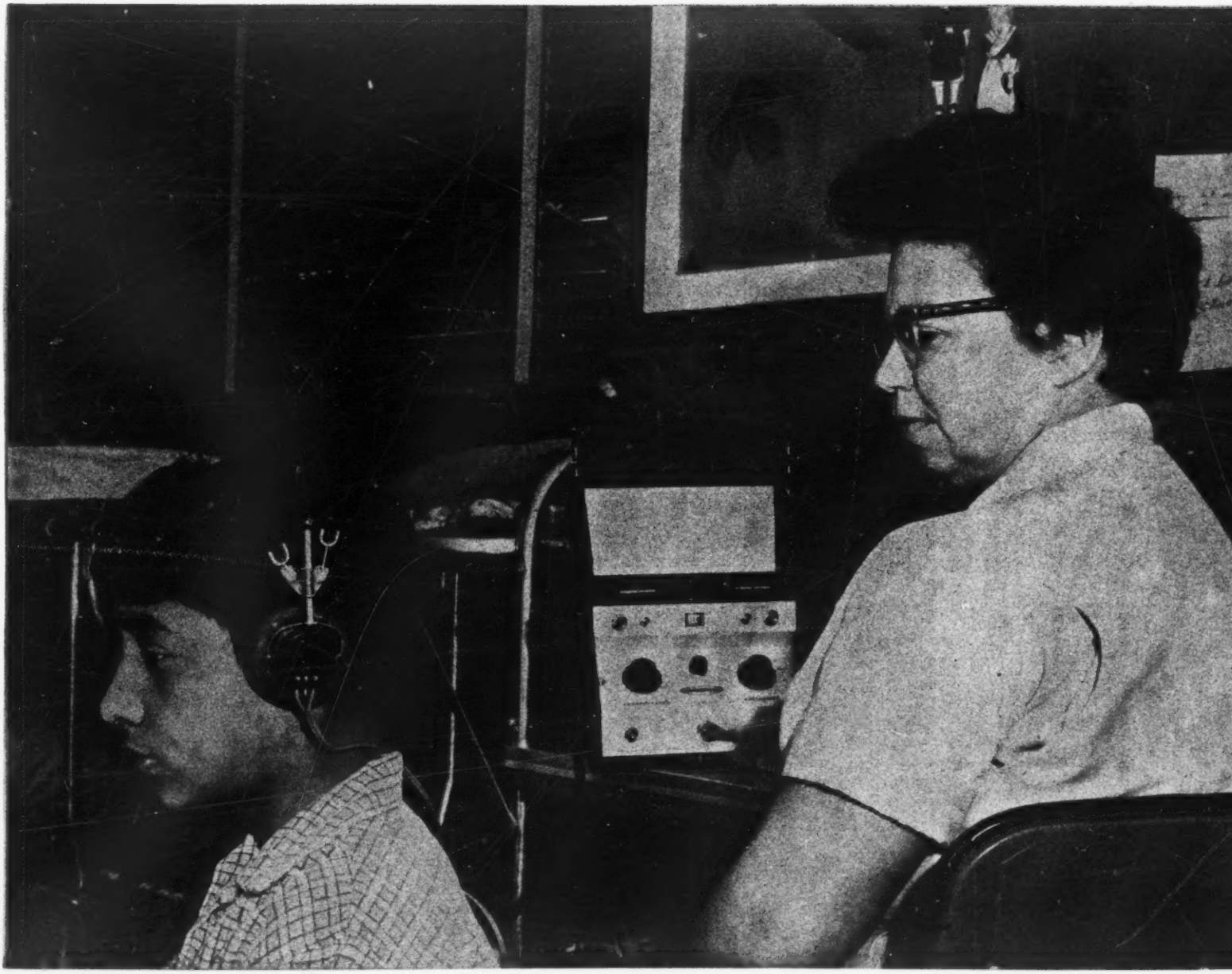

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10. The final program for this section is Somerton's own and perhaps best as far as value to the most children is concerned. This is the televised series of English as a second language lessons for all children in the primary grades. During the 1970-71 year, a television teacher and the media center director worked each day in preparing more than 100 15-minute programs for televising into all intermediate classrooms. Once that was completed, the work on the primary series started and will continue throughout the year.

Somerton's approach is to show the televised lesson each day in the different classrooms and then use a bilingual teacher's aide to work with the various students who need reinforcement of the concept presented by the television teacher. The aides meet each morning with the television teacher for instructions, materials, and discussions of special concerns or problem areas. Throughout the day, the television teacher is able to supervise the aides working in the classrooms with the regular teachers. The television teacher will also be in charge of the Youth-Tutor-Youth program of having junior high school students tutor primary children in E.S.L. and oral English development.

The two series that have been added to the curriculum serve one of the greatest needs that bilingual children have, a need where regular teachers are not always able to offer the help that a specialist can. Although some commercial programs have been prepared, the Somerton faculty determined that its own teachers and students could do a much better job of preparing the type of program that would mean more to local students. Like other series of its type, this entire program is available to any school district that might want to make copies of the programs for their own school use. Educators who are interested in this type of program are always welcome to visit and see the segments being prepared for videotape or shown over the closed-circuit system.

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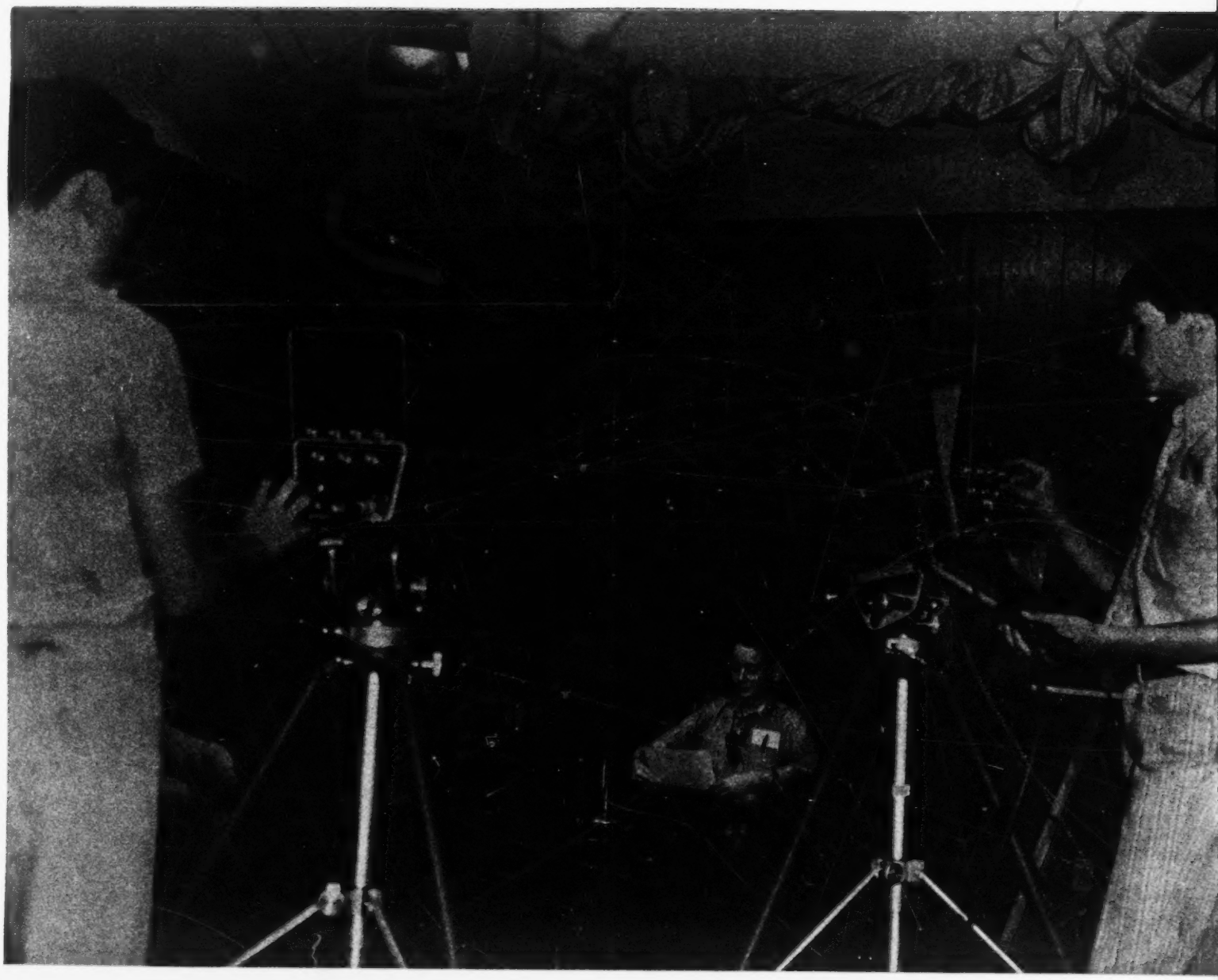
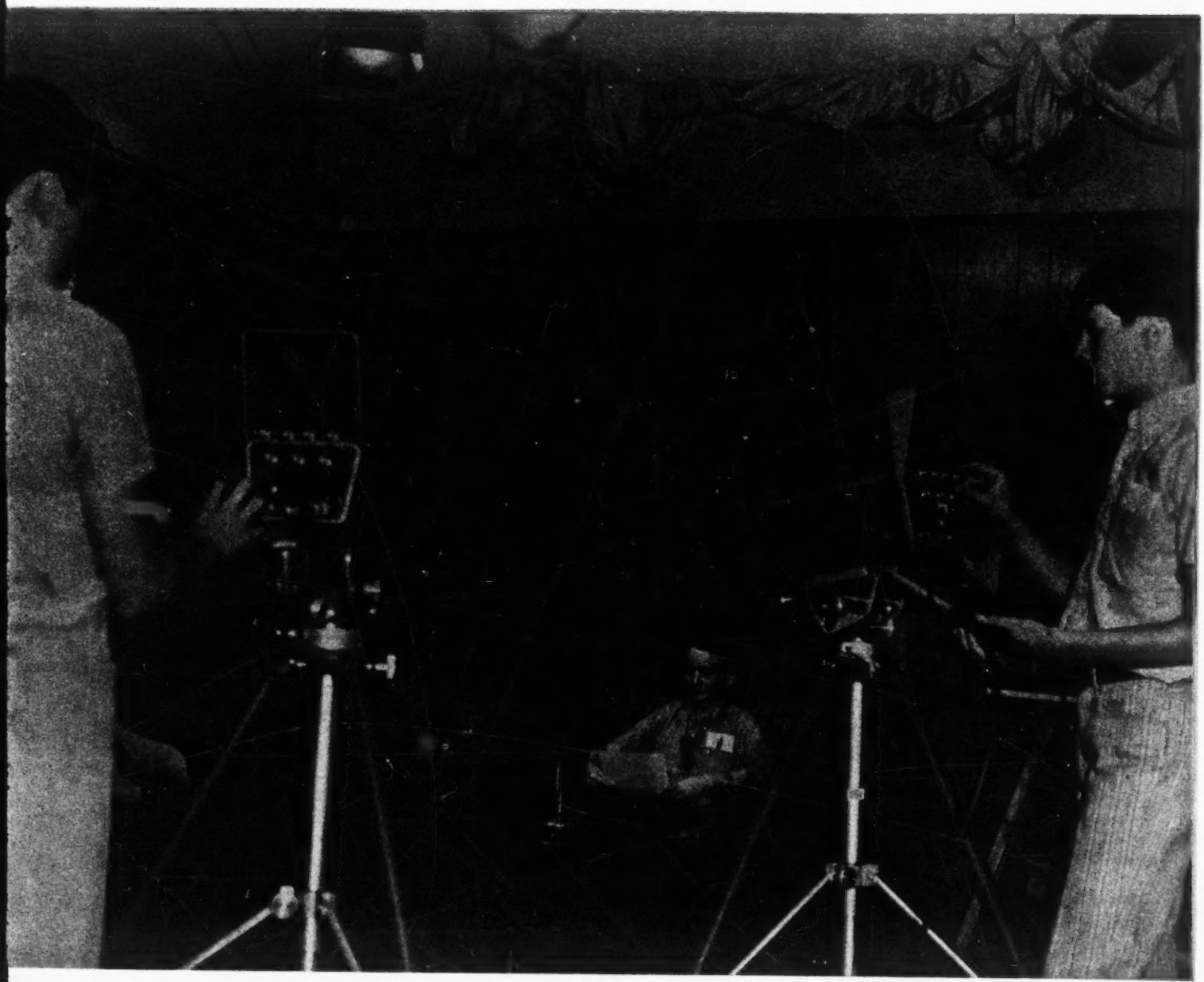


TELEVISION DISCUSSIONS, including the school news, are presented by junior high school students, in English and Spanish, with students also operating all the equipment.



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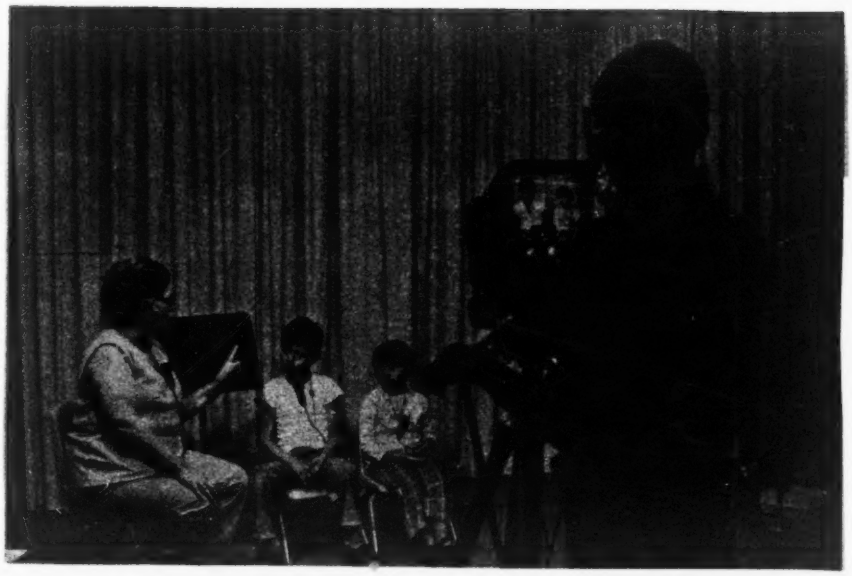

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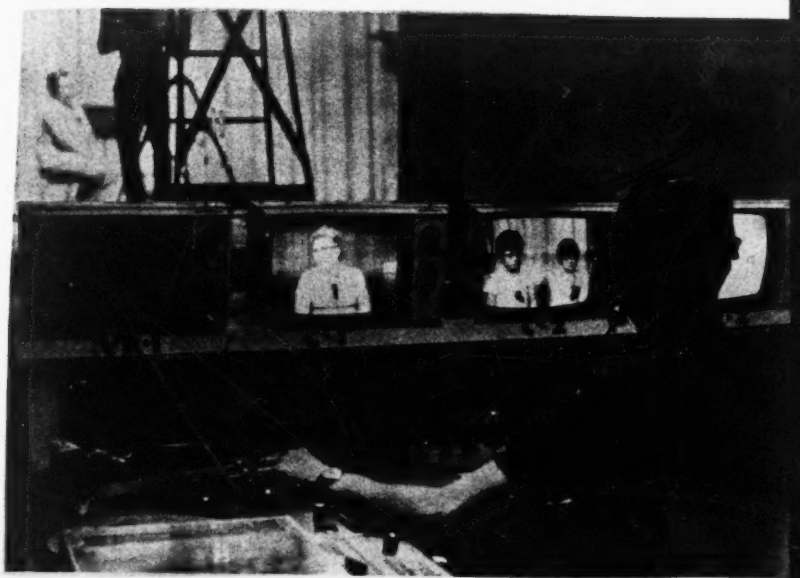

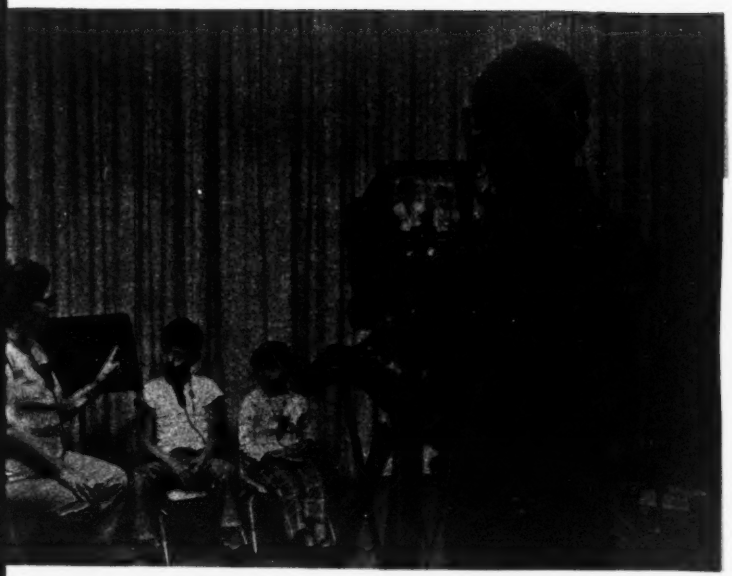

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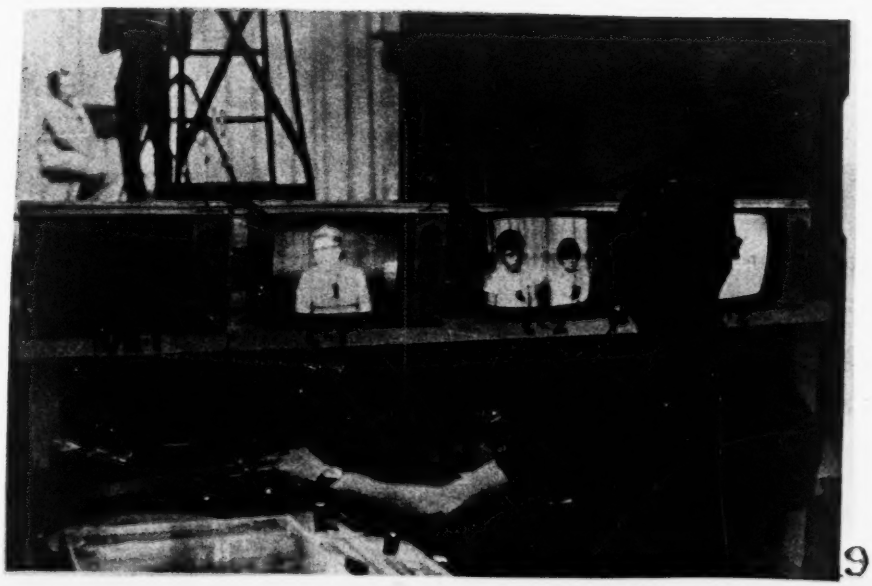

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Conclusion

Maturity, as indicated earlier, is a relative matter. Within the Somerton School District, however, maturity within the educational program is a faculty that is trained and experienced in migrant child education. Some fine work is being done in many classrooms by experienced teachers; some beginning teachers are bringing into the district the vitality of youth and the enthusiasm of dedication to their profession. The district attempts in every way possible to coordinate its program with others and to share and exchange with others ideas that will benefit children. If educators everywhere will continue working co-operatively, education for migrant children and others will continue to improve since there is still a very long road ahead. Within a year or two or three, hopefully, Part IV of "The Somerton Story" will be able to narrate additional improvements both locally and nationally that prove to be of value to children. After all, that's what this is really all about.

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ALWAYS POPULAR during an open house is the television control room and the adjoining studio. Live programs are often held, with parents interviewed by student productio class members.

JUNIOR HIGH SCHOOL students have learned to operate the television equipment comparatively easily and rapidly, as well as efficiently. The major problem to date is that not all students wanting into the elective program can get in.

A FILM CHAIN purchased during the 1970-7 school year is a valuable addition to th television closed-circuit system, since it allows the sending of any 16mm film o slides over the system, without any loss in quality.

COCOPAH INDIANS have expressed additional interest in recent years in parent conference and have often attended evening open houses.

SHOP TOURS include during open houses all the equipment and tools used for a program t includes grades 5-8 and units in woodwork, leather work, metals, plastics, drawing, an other related areas.

STUDENT PROJECTS are easily explained during open houses when teachers can show parent what children are doing, why they are in various units of work, and what progress is being made.

DISPLAYS of home economics clothing items by students are shown to parents and other guests by the home economics instructor (right). In addition to displays in the home economics room, many items are shown in the Industrial Media Center throughout the yea

BULLETIN BOARD DISPLAYS can sometimes take on a special meaning for students when they k that parents and other adults will be visiting classrooms for open houses and for other occasions.

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ADULT EDUCATION is adult advancement and improvement, and a large group in Somerton work hard throughout the year in perfecting their English language, preparing for the G.E.D. test, and studying for American citizenship.

ENGLISH AS A SECOND LANGUAGE has been taught two evenings a week in Somerton, under the direction of two teachers and one aide. Most of the evening students are parents of elementary school children.

DR. NICHOLAS J. SILVAROLI directed the 1971 Migrant Leadership Institute, including one week at Somerton and two weeks at Arizona State University. Other consultants also contributed to the successful program.

INSTITUTE PARTICIPANTS met daily during their week at Somerton in the Instructional Media Center. Following orientation and some general guidelines, the participants then went into classrooms to observe teachers and work with children.

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